History 3814F
Kicking and Screaming:
Women’s Protest Movements in Nineteenth and Twentieth-Century Canada and the United States

Fall 2023
Wednesday, 11:30 am-1:30 pm, Location TBA

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Office Hours: TBA

This is a draft syllabus. Please see the course site on OWL for a final version.

Course Description:

This course will focus on female protest movements whose primary goal has been to better the lives of women. With attention to issues of gender, sexuality, race, and class, it will explore various conditions that gave rise to rebellion and will assess the movements' strategies and achievements.

Prerequisite(s): 1.0 History course at the 2200-level or above.

Antirequisite(s): History 2813F/G.

Course Syllabus:

While women have participated in many protest movements on behalf of countless causes, this seminar course focuses on those female protest movements whose primary goal has been to better the lives of women in particular. Important acts of resistance and rebellion have generally been studied as the preserve of men, and as most often involving violence. But for women, due largely to gender expectations that have governed their behavior, protest has more often taken other forms. This course will explore the social and economic conditions that have given rise to rebellion, with attention to issues of gender, sexuality, class, ethnicity, and race, and will study movements, groups, and individuals who have battled these injustices. It will also assess the achievements of these women by reconsidering the standards by which their “success” and/or “failure” have been measured.
Learning Outcomes:

Students should be able to:

- chronicle the central priorities, struggles, and achievements of some major women’s protest movements, and the ways in which they have been shaped by, and have influenced, various historical events and trends.
- understand the ways in which issues of gender, sexuality, class, ethnicity, and race have intersected in women’s protest movements.
- recognize the ways in which women’s protest movements have been similar to and have differed from those of men, with consideration of motivation, strategy, reprisal, outcome, and measures of success.

Methods of Evaluation:

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Research essay (12-15 pages): TBA</td>
<td>45%</td>
</tr>
<tr>
<td>Critiques (2 critiques at 2 pages each): TBA</td>
<td>30%</td>
</tr>
<tr>
<td>Seminar presentation: TBA</td>
<td>15%</td>
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<tr>
<td>Attendance/Participation:</td>
<td>10%</td>
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Seminar Presentation:

You will sign up for a presentation date beginning in Week 5. On your selected date, you (possibly along with one other) will present one of the scheduled articles. In your presentation, address and critique your article’s thesis, main arguments, biases, and sources, and situate your article within the larger historical themes of its topic. As well, discuss your related essay topic in the context of your reading. Stimulate class discussion by asking questions and fielding comments. You must meaningfully incorporate audio-visual aids such as Power Point. You will be graded on the content of your presentation (it should be substantial and thought-provoking), on your presentation style (it should be polished and professional), and on your facilitation of the seminar discussion (it should convey knowledge and enthusiasm). As you may be “sharing” your presentation date with a classmate, and in order to prevent overlap in discussion topics, arrange with them which topics/readings that each one of you will present. Your presentation will last 30 minutes.

To facilitate the research of your essay, the subject of your essay will coincide with the general seminar topic of your selected presentation date. Your essay (in both paper and electronic format) will be due on that same day in class.
Essay:

Your essay should be 12-15 pages. It must include a thesis statement that advances a clear argument and maps the discussion points of the paper. In addition to offering a meaningful examination, your essay must include an introduction, conclusion, endnotes or footnotes, and a bibliography. Endnotes/footnotes should be in a correct and consistent format. The bibliography should include 12-15 sources, 2/3 of which should be secondary sources (contemporary sources, mostly books, written by scholars) and 1/3 of which should be primary sources (written/spoken by observers during the time period under study). Primary sources can be books, articles, government documents, newspapers, etc., but they must be a stand-alone source/document, not simply an excerpt or quotation retrieved from a secondary source; in other words, you must locate your own primary sources (on the internet (on a credible site) or in a library or archive).

Critiques:

Those students not presenting an article and submitting an essay on a given week will be required to do the assigned readings, participate in the seminar discussion, and write an essay critique. Select two student essays (which will be accessible on OWL) on which you would like to write a critique. Your critique is due in class and must be submitted no later than one week following the submission of the essay about which it is written. Submitted critiques will not be seen by anyone other than me; they will be returned with a mark as soon as possible. Critiques should be two typed pages and double-spaced. They should include a concise thesis statement stating the strengths and weaknesses of the essay; they should then discuss those strengths and weaknesses. They should also have an introduction and conclusion, but they do not require extra research or citations. When submitting your critique, please indicate if it is critique 1 or 2.

Absences and Late Assignments:

Students must attend at least half the number of full classes in order to qualify for a passing final grade, regardless of marks received for other assignments.

As your classmates are relying on the timely submission of your essay in order to write their critiques (see above), essays MUST be submitted on your assigned due date. Late research essays will generally not be accepted for grading. If you are facing difficulties, please talk to me.
Course Materials:

Required Readings:

1. Online (free) articles (with links) listed under the topics below.
   All articles can be found on JSTOR. Click on the article link or go to
   https://www.jstor.org/ Click on “Log in through your school or library.” Type in
   Western Ontario and then click on “University of Western Ontario.” This will take you to
   the “Off-Campus Access” page where you will fill in your username and password. Then
   search for your article!

2. Articles posted on OWL.
   [For a vast online collection of primary sources, see Women and Social Movements in
   the United States, 1600-2000:

   http://asp6new.alexanderstreet.com/wam2/wam2.index.map.aspx]

Course Schedule and Readings:

**SEPTEMBER 13 – INTRODUCTION**
Guida West and Rhoda Lois Blumberg, pp. 3-35, “Reconstructing Social Protest from a
Feminist Perspective,” Women and Social Protest, edited by Guida West and Rhoda
POSTED

“We Women on the Left/Women on the Right,” pp. 1-15, No Middle Ground: Women and
POSTED

Karen Beckwith, “Women, Gender, and Nonviolence in Political Movements,”
http://www.jstor.org/stable/1554766

**SEPTEMBER 20 – EARLY LABOUR PROTESTS AND STRIKES**
Thomas Dublin, “Women, Work, and the Family: Female Operatives in the Lowell Mills,
www.jstor.org/stable/3518953

www.jstor.org/stable/j.ctvf3w44b.12 AND


https://www.jstor.org/stable/23275093
https://www.jstor.org/stable/3183189

OCTOBER 18 – THE STRUGGLES OF/FOR FEMALE SPACE
www.jstor.org/stable/10.15767/feministstudies.44.1.0126
https://www.jstor.org/stable/24697253

OCTOBER 25 – BLACK CIVIL RIGHTS
http://www.jstor.org/stable/10.1086/521057
https://www.jstor.org/stable/10.5406/jcivihumarigh.2.1.33
http://www.jstor.org/stable/4548101

NOVEMBER 1 – NO CLASS (FALL READING WEEK)
**NOVEMBER 8 – SECOND-WAVE WOMEN’S MOVEMENT**


*POSTED*

**NOVEMBER 15 – BODY POLITICS, PART 1**


**NOVEMBER 22 – BODY POLITICS, PART 2**


NOVEMBER 29 – INDIGENOUS WOMEN


DECEMBER 6 – VARIED VOICES AND VENUES
http://www.jstor.org/stable/20837577 AND
http://www.jstor.org/stable/23005421

www.jstor.org/stable/23823982


Additional Statements:

*Use of electronic devices:*

During all class lectures, discussions, and presentations, the recreational use of lap-tops (web browsing, emailing, etc.), as well as the use of all wireless handheld devices, is discouraged and could adversely affect your participation mark.
Use of generative AI tools:

All work submitted in this course must be your own. You may not make use of generative AI tools like ChatGPT for any assignments in this course.

Please review the Department of History’s shared policies and statements for all undergraduate courses at: https://history.uwo.ca/undergraduate/program_module_information/policies.html for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.